DOCUMENT RESUME

ED 229 718 CG 016 690

AUTHOR Ekstrom, Ruth B.
TITLE Measuring Adult Women's Job Relevant Life Experience Learning.
INSTITUTION Educational Testing Service, Princeton, N.J.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE 24 Aug 82
NOTE 33p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). For related documents, see ED 216 265-267.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; Career Choice; *Employment Potential; *Females; Job Placement; *Job Skills; Labor Force; *Reentry Workers; *Skill Analysis; Test Construction; Volunteers

ABSTRACT

An increase in the number of adult women in the paid work force, many of whom are returning to work after a period as homemaker and parent, appears to be one of the major social changes of the past decade. As part of the Project HAVE Skills program, which was designed to develop career counseling materials for reentry women, questionnaires designed around 524 skills (e.g., communications, consumer economics, and emergency and crisis intervention) were developed to aid in identifying job-relevant skills which reentry women might have acquired during their absence from the paid labor force. Adult women homemakers (N=122) responded to the first questionnaire by indicating the extent of their experience with each skill. Personnel specialists (N=56) responded to the second questionnaire by indicating the degree of job-relevance for each skill. Data analyses revealed a low correlation between the extent of women's experience and the personnel specialists' perception of job relevance. The data suggest several possible explanations for this low correlation: (1) the unpaid work on which women spend the most time has little relevance for paid work; (2) stereotypes may have affected the personnel specialists' ratings; and (3) beliefs about the appropriateness of various kinds of work for women may have affected the ratings. The information obtained from the two questionnaires was used to develop a survey instrument for personnel administrators or counselors screening women interested in returning to paid work after a period of time away from the labor force. Tables of the 12 areas of women's unpaid work experiences with moderate or high job-relevance, and a summary of the factor structure of job relevance ratings in 6 unpaid work areas are appended. Also included are the Have Skills Chart, the research edition of the Have Skills Assessment Survey, and the Have Skills Assessment Survey Key. (AG)

ED229718

MEASURING ADULT WOMEN'S JOB RELEVANT LIFE EXPERIENCE LEARNING

Ruth B. Ekstrom

Educational Testing Service

American Psychological Association
Annual Meeting
Washington, D.C.
August 24, 1982

CG 016690

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

[ ] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ruth B. Ekstrom

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at the American Psychological Association annual meeting, Washington, D. C., August 24, 1982

Measuring Adult Women's Job-Relevant Life Experience Learning[1]

Ruth B. Ekstrom
Educational Testing Service

The increasing number of adult women in the paid work force has been one of the major social changes during the past decade. This increase has been especially rapid for women age 25 to 44. Most of these women are returning to the labor force after a period of unpaid work as a homemaker and parent; many of them also have extensive unpaid work experience in community groups and voluntary organizations.

This presentation will describe the development of an instrument which can help counselors, personnel administrators, and adult women themselves identify job-relevant skills acquired through life-experience learning in unpaid work. This work was part of a larger project, called Project HAVE Skills, designed to develop career counseling materials for re-entry women.

The project began by identifying 27 areas in which adult women were expected to have unpaid work experience. These areas were: administrator/manager, advocate/change agent, animal care specialist, artist/craftsperson, child-care specialist, civil/legal rights worker, clothing and textile specialist, community resources specialist, consumer economics specialist, cook/nutritionist, counselor, financial manager, fund raiser, group leader, health care worker, home maintenance technician, home planner and designer, horticulturist/floral designer, human resources specialist, library

---

[1]The research described in this paper was supported by a grant from the Women's Educational Equity Act Program of the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department of Education should be inferred.

assistant, museum assistant, performing arts specialist, problem analyst/ researcher, public relations/communications worker, recreation worker, sales worker/organizer, and teacher/trainer. Several of these areas had been previously identified in a study of the academic relevance of volunteer work and homemaking skills (Ekstrom, Harris, and Lockheed, 1977). New skills lists ("I Can" lists) wer prepared for some areas and lists for the other areas were revised to provide a more job-oriented and less academic focus than the original lists used for awarding college credit.

Next we had these 27 separate skill lists reviewed by a panel of judges. The judges were asked to group items that they perceived to be similar. The purpose of this task was to reduce the overlap and redundancy across lists. A final list of 524 distinct skills was prepared. These skills were regrouped, on the basis of the judges' evaluation of content, into 19 areas: administration/management, animal care, communications, community resources and services, consumer economics, counseling and interpersonal skills, design and aesthetics, emergency and crisis intervention, financial management and sales, food preparation and nutrition, fund raising, health care and child care, horticulture, legal and civil rights, mechanical and technical skills, office/clerical skills, problem solving, research, and teaching/training. Two questionnaires were prepared using these 524 skills as items.

The first questionnaire was designed for adult women who were currently homemakers. The respondents were asked to rate the extent of their experience with each of the 524 skills using a scale ranging from 3 = I do this frequently

to 0 = I have never done this or I cannot do this. The women's questionnaire was sent to a national sample of 125 women who had previously shown interest in this project, as a result of newspaper publicity. One hundred and twenty-two responses were received (a response rate of 98%).

Forty percent of the women who responded were over the age of 35. The typical respondent has two children. About one-third of the respondents live in urban areas, another one-third live in suburban areas, and the remainder live in small towns or rural areas. Eighty-seven percent of these women are white, eight percent are black, and the remainder represent other minorities. Twenty-three percent completed their education in high school; 19 percent have attended college, but had not received a degree; 25 percent are college graduates; and the remainder have attended graduate school.

Mean experience ratings for the women were computed on each item; ratings were also summed across each of the 19 experience areas. The areas of greatest experience were in the areas related to homemaking -- consumer economics, food preparation and nutrition, and health care and child care. The lowest areas of experience were animal care (probably because we had relatively few farm women) and legal and civil rights.

The same 524 skills were used in a questionnaire for personnel specialists. These individuals were asked to rate each skill on a job-relevance or generalizability scale ranging from 3 = Relevant for many jobs to 0 = Not job relevant. The personnel specialists were also asked to name a paid job or job area requiring each of these skills.

The second questionnaire was sent to 96 individuals; 56 responses were received (a response rate of 58 percent). Approximately half (52 percent)

of the personnel specialists are employed by service-oriented businesses; about a quarter (23 percent) are employed by manufacturing firms; 14 percent are employed in transportation, communications, and utilities companies.

Mean job-relevance ratings were computed for each of the 524 skills. In addition, the job title or job group relevant for each skill was tabulated using the DOT three-digit code. Job-relevance ratings were also summed across the 19 skill areas. Unpaid work experience in office and clerical work, administration and management, communications, financial management and sales, and problem solving were rated as most job-relevant. Animal care, consumer economics, horticulture, and design and aesthetics were rated as having the least job relevance.

Correlations between women's experience and personnel specialists' ratings of job relevance were computed across areas and within each area. There was a generally low correlation (.15) between the extent of women's experience and the perceived job relevance of that experience when analyzed across areas. There are several possible explanations for this. It is possible that the kinds of unpaid work on which women spend the most time have little relevance for paid work. However, the personnel administrators making these job-relevance ratings were aware that this was a study of women's homemaking and volunteer work skills. Therefore, their ratings could have been affected by any stereotypes which they held about the nature of these unpaid work activities. These data also suggest that beliefs about the "appropriateness" of various kinds of work for women may have affected the relevance ratings. For example, office and clerical skills were rated as more job relevant than administrative and managerial skills.

When the within-area correlations between experience and job relevance were computed, most of the coefficients were positive. This suggests that, within areas, there is a correspondence between the frequency with which women participate in an unpaid work activity and the perceived job relevance of that activity. The correlations ranged from highs of .84 for the areas of communications, emergency and crisis intervention, financial management and sales, and problem solving to lows of -.26 for animal care and -.24 for health care and child care. For twelve of the 19 areas coefficients were significant at or beyond the .01 level. These areas, with the mean ratings and correlations, are shown in Table 1 of the handout.

In order to obtain a better understanding of the personnel specialists' perceptions of job relevance, a factor analysis was performed on each of the 19 scales. Factors with roots greater than or equal to 1.0 were retained and rotated orthogonally by varimax. A factor summary was prepared showing, for each area, the number of factors obtained, a tentative identification of the factor, the number of questionnaire items making up the factor, the mean job relevance rating for the factor, and the occupational area most frequently mentioned as related to the factor. Table 2 shows these results for the six areas which are considered to have the highest potential transferability. There were a total of 43 factors which had high or moderate job-relevance ratings (defined as 1.0 or over). These factors form the basis of the HAVE Skills survey.

We used the information from these two questionnaires to develop a survey instrument that can be used by personnel administrators or counselors to screen women who are interested in returning to paid work after a period of time away from the labor force.

The research version of the survey, contains 132 items. These are skills frequently developed by women in unpaid work which were also rated as being highly job relevant. This survey is available for tryout. Copies of the survey and a more detailed description of this study are available in the Project HAVE Skills Employer's Guide. Note that this research version asks the woman for self-ratings of her skills, instead of the extent of her experience. This approach, which was used in another related study (Project ACCESS) was found to be a good predictor of the actual job performance of re-entry adult women.

The HAVE Skills Employer's Guide also explains how to develop a process to identify the relevance of women's experientially learned skills for any occupation. This process is based on the job element method of personnel selection. To aid personnel administrators who are interested in this process, a chart has been developed showing the hypothesized relationships between D.O.T. Occupational Groups and the 27 lists of women's experientially acquired skills. A copy of this chart is included in the handout.

We anticipate that adult women will have the least difficulty transferring their skills from unpaid to paid work in those areas which received high job-relevance ratings and areas in which there are high correlations between experience and job relevance. The six unpaid work areas that appear to have the greatest potential transferability are office and clerical skills, administration and management, communications and public relations, problem solving, financial management and sales, and counseling and interpersonal skills.

I hope that this first attempt at developing an instrument to identify job-relevant life experience learning will stimulate more work in this area. This approach has a high potential for reducing personnel administrators' dependence on traditional credentials (such as college degrees) which may create artificial barriers for some groups of individuals who have learned their skills through experience instead of by formal instruction.

References

Ekstrom, R. B. Project HAVE Skills: A Program for Matching Women and Jobs - Employer's Guide. Princeton, N.J.: Educational Testing Service, 1981.

Ekstrom, R. B., Harris, A. M., & Lockheed, M. E. How to Get College Credit for What You Have Learned As a Homemaker and Volunteer. Princeton, N.J.: Educational Testing Service, 1977.

Table 1

12 AREAS OF WOMEN'S UNPAID WORK EXPERIENCES
WITH MODERATE OR HIGH JOB-RELEVANCE

AREA	MEAN EXPERIENCE* (N = 122)	MEAN JOB-RELEVANCE** (N = 56)	CORRELATION	SIGNIFICANCE
ADMINISTRATION	1.5	1.9	.61	.001
CIVIL/LEGAL RIGHTS	0.7	1.2	.66	.005
COMMUNICATIONS	1.7	1.8	.84	.001
COMMUNITY RESOURCES	1.3	1.1	.70	.001
CRISIS INTERVENTION	1.3	1.3	.84	.001
FINANCIAL/SALES	1.4	1.7	.84	.001
FOOD PREPARATION	2.3	1.1	.71	.001
INTERPERSONAL/COUNSELING	1.8	1.5	.69	.001
OFFICE/CLERICAL	2.0	2.4	.74	.01
PROBLEM SOLVING	1.8	1.7	.84	.001
RESEARCH/LIBRARY	1.3	1.4	.79	.001
TEACHING/TRAINING	1.8	1.4	.41	.01

* SCALE: 3 = HI TO 0 = NONE

**SCALE: 3 = HI TO 0 = NONE

Table 2

Summary of Factor Structure of Job Relevance Ratings

in Six Unpaid Work Areas

Area/Factors	# of Items	Mean Job Relevance	Related Occupational Areas
ADMINISTRATIVE/MANAGEMENT			
I. Evaluating Work Performance	10	2.00	Personnel Work
II. Planning and Organizing Work	10	2.33	Management
III. Managing People	9	2.22	Management
IV. Selecting Workers	8	1.87	Personnel Work
V. Using Volunteers	6	1.30	Voluntary Agency Administration
VI. Cost Effective Use of Workers	5	1.60	Management
VII. Meeting Job Goals	4	1.69	Management
and 3 uninterpreted small factors			
COMMUNICATIONS			
I. Public Relations	13	1.71	Public Relations
II. Lobbying	8	1.77	Public Relations
III. Oral Communications	6	2.14	Management;Public Relations
and 2 uninterpreted small factors			
FINANCE/SALES			
I. Entrepreneurship	14	1.41	Business Operation; Market Research
II. Budget Management	9	2.07	Management; Accounting
III. Investing	6	1.35	Investment
IV. Financial and Sales Detail	7	1.90	Bookkeeping

Table 2 (cont.)

Summary of Factor Structure of Job Relevance Ratings

in Six Unpaid Work Areas

Area/Factors	# of Items	Mean Job Relevance	Related Occupational Areas
INTERPERSONAL/COUNSELING			
I. Encouraging Discussion and Providing Support	14	1.80	Personnel Work; Counseling
II. Knowledge and Use of Counseling Techniques	12	1.20	Counseling
III. Family Counseling	4	0.92	- (Not Sufficiently Job Relevant)
IV. Solving Personel and Interpersonal Problems	4	1.58	Management
V. Analysis of Personal Information	3	1.46	Personnel Work
OFFICE/CLERICAL			
I. Following Directions	3	2.69	Secretarial Work
II. Performing Clerical Tasks and 1 small uninterpreted factor	5	2.52	Clerical Work
PROBLEM SOLVING			
I. Analytical Techniques	12	1.85	Management
II. Political Techniques	7	1.50	Management

THE HAVE SKILLS CHART

Directions: Locate a Dictionary of Occupational Titles (D.O.T.) Occupational Group in the left-hand column. The right-hand column will give the name(s) of related women's skill ("I Can") list(s).

D.O.T. Occupational Group		Related Women's Skill ("I Can") List(s)
	PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS	
00_/01_	Occupations in architecture engineering, and surveying	Problem Analyst
001	Architects	Artist; Home Planner
012	Industrial engineering occupations	Administrator; Problem Analyst
017	Drafters, n.e.c.	Artist; Home Planner
02_	Occupations in mathematics and physical sciences	Problem Analyst
04_	Occupations in life sciences	Problem Analyst
040	Occupations in agricultural science	Animal Care; Horticulturist; Problem Analyst
045	Occupations in psychology	Counselor; Problem Analyst
049	Occupations in life sciences, n.e.c.	Animal Care; Horticulturist; Problem Analyst
05_	Occupations in social sciences	Problem Analyst
07_	Occupations in medicine and health	Health Care
073	Veterinarians	Animal Care
075	Registered nurses	Health Care
076	Therapists	Artist; Health Care; Recreation; Teacher
077	Dietitians	Cook

Copyright © 1982. Educational Testing Service. All rights reserved.

078	Occupations in medical and dental technology	Health Care; Problem Analyst
079	Occupations in medicine and health, n.e.c.	Health Care
09_	Occupations in education	Teacher
092	Occupations in preschool, kindergarten, and primary school education	Child Care; Teacher
094	Occupations in education of the handicapped	Health Care; Teacher
096	Home economists and farm advisors	Animal Care; Child Care; Clothing and Textiles; Consumer Economics; Cook; Home Planner; Horticulturist; Teacher
10_	Occupations in museum, library and archival sciences	Library Assistant; Museum Assistant; Problem Analyst
11_	Occupations in law and jurisprudence	Advocate; Civil/Legal Rights; Problem Analyst
12_	Occupations in religion and theology	Counselor
131	Writers	Public Relations
132	Editors	Public Relations
14_	Occupations in Art	Artist
142	Environmental and product designers	Artist; Clothing and Textile; Home Planner; Horticulturist
150	Occupations in dramatics	Performing Arts
151	Occupations in dance	Performing Arts
152	Occupations in music	Performing Arts
153	Occupations in athletics and sports	Recreation
159	Occupations in entertainment and recreation, n.e.c.	Performing Arts

16_	Occupations in administrative specializations	Administrator
160	Accountants and auditors	Financial Manager
161	Budget and management systems analysis occupations	Administrator; Financial Manager; Problem Analyst
162	Purchasing management occupations	Consumer Economics; Financial Manager
163	Sales and distribution management occupations	Administrator; Public Relations; Sales
164	Advertising management occupations	Administrator; Public Relations
165	Public relations management	Administrator; Advocate; Fund Raiser; Public Relations
166	Personnel administration occupations	Counselor; Human Resources; Teacher
168	Inspectors and investigators	Civil/Legal Rights; Consumer Economics; Problem Analyst
18_	Managers and officials, n.e.c.	Administrator
180	Agricultural managers	Administrator; Animal Care; Horticulturist
184	Transportation and communications managers	Administrator; Public Relations; Transportation
185	Wholesale and retail trade managers	Administrator; Sales
186	Finance and real estate managers	Administrator; Financial Manager; Home Planner
187	Service industry managers	Administrator; Group Leader; Recreation
195	Occupations in social and welfare work	Civil/Legal Rights; Community Resources; Counselor; Recreation
	CLERICAL AND SALES	
205	Interviewing clerks	Community Resources; Counselor
206	File clerks	Library Assistant

21_	Computing and account recording occupations	Financial Manager
221	Production clerks	Administrator; Home Planner
237	Information and reception clerks	Community Resources
241	Investigators and adjusters	Consumer Economics; Financial Manager
248	Transportation-service clerks	Transportation
25_	Sales occupations, services	Sales
26_	Sales occupations, consumables	Sales
261	Sales occupations, textile products	Clothing and Textiles; Consumer Economics; Sales
27_	Sales occupations, commodities, n.e.c.	Sales
270	Sales occupations, home furniture, furnishings, and appliances	Consumer Economics; Home Planner; Sales
272	Sales occupations, farm and garden supplies	Horticulturist; Sales
273	Sales occupations, transportation equipment	Sales; Transportation
277	Sales occupations, sporting and hobby goods	Artist; Recreation; Sales
29_	Miscellaneous sales occupations	Sales
292	Route sales and delivery occupations	Sales; Transportation
293	Solicitors	Fund Raiser
296	Shoppers	Consumer Economics
297	Sales promotion occupations	Sales; Teacher
298	Merchandise displayer	Artist; Sales

	SERVICE	
310	Food service hostesses and stewardesses	Administrator; Cook
313	Chefs and cooks, hotel and restaurant	Cook
315	Miscellaneous cooks	Cook
316	Meat cutters	Cook
317	Miscellaneous food and beverage preparation occupations	Cook
352	Hostesses and stewardesses, n.e.c.	Group Leader; Recreation
353	Guides	Museum Assistant; Recreation; Teacher
354	Practical nurses	Health Care
355	Hospital and health service attendants	Health Care
36_	Apparel and furnishings service occupations	Clothing and Textiles
375	Police officers and detectives, public service	Civil/Legal Rights; Problem Analyst
376	Police officers and detectives, except public services	Civil/Legal Rights; Consumer Economics; Problem Analyst
383	Building pest control occupations	Home Maintenance
	AGRICULTURE	
40_	Plant farming occupations	Horticulture
41_	Animal farming occupations	Animal Care
451	Tree farming	Horticulture
	PROCESSING	
520	Food mixing occupations	Cook

524	Food icing and decorating occupations	Cook
526	Cooking and baking occupations, n.e.c.	Cook
57_	Occupations processing stone, clay and glass	Artist
58_	Occupations processing textiles	Clothing and Textiles
	MACHINE TRADES	
61_	Metal work occupations, n.e.c.	Artist
620	Motorized vehicle mechanics and repairers	Transportation
660	Cabinetmakers	Home Maintenance
68_	Textile occupations	Clothing and Textiles
	BENCHWORK	
700	Jewelry making	Artist
704	Engravers and etchers	Artist
712	Fabrication and repair of medical and dental items	Artist
713	Fabrication and repair of ophthalmic goods	Artist
723	Assembly and repair of electrical appliances	Home Maintenance
731	Fabrication and repair of toys and games	Home Maintenance
735	Fabrication and repair of jewelry, n.e.c.	Artist
74_	Painting and decorating	Artist, Home Planner
76_	Fabrication and repair of wood products	Home Maintenance

77_	Fabrication and repair of stone, clay and glass products	Artist
78_	Fabrication and repair of textile products	Clothing and Textile
	STRUCTURAL WORK	
827	Assembly, installation and repair of household appliances	Home Maintenance
84_	Painting, plastering and related occupations	Home Maintenance
86_	Construction occupations, n.e.c.	Home Maintenance
	MISCELLANEOUS	
913	Passenger transportation occupations, n.e.c.	Transportation
915	Automobile Service Attendants	Transportation
960	Motion picture projectionists	Library Assistant; Museum Assistant
962	Occupations in motion picture and television, n.e.c.	Performing Arts
970	Art work occupations	Artist
971	Photoengraving occupations	Artist
972	Lithographers	Artist
976	Dark room occupations	Artist
977	Bookbinders	Library Assistant

HAVE SKILLS ASSESSMENT SURVEY

(Research Edition)

Name: _____

Instructions: On the list below, rate your homemaking, community service, and volunteer work skills using the following scale:

3 = I can do this very well; I enjoy doing this; others praise me or compliment me on my ability to do this.

2 = I can do this fairly well; I can do this without any serious problems most of the time.

1 = I can do this but I do not do it well or I dislike doing this.

0 = I cannot do this; I never have done this.

_____ 1. Plan and coordinate activities.

_____ 2. Develop long-range goals that foster organizational continuity and growth.

_____ 3. Develop specific plans to meet long-range goals.

_____ 4. Evaluate my own or others effectiveness in meeting goals and objectives.

_____ 5. Identify the resources, including personnel, money, materials, and time, needed to accomplish an objective.

_____ 6. Establish priorities based on the importance of each objective to long-range goals.

_____ 7. Work creatively within the structure and setting of an organization.

_____ 8. Coordinate simultaneous projects.

_____ 9. Determine the need for and develop alternative plans.

_____ 10. Organize a project into its component parts and determine the sequence in which these activities need to be performed.

_____ 11. Establish work flow and work loading procedures.

_____ 12. Develop and work within an agenda.

Copyright ©1982. Educational Testing Service. All rights reserved.
Reproduction permitted for research purposes only.

_____ 13. Delegate responsibility and establish accountability procedures to determine if these responsibilities have been met.

_____ 14. Establish and/or maintain procedures to monitor work quality and quantity.

_____ 15. Solicit and make positive use of negative and positive feedback.

_____ 16. Use techniques that will elicit new ideas.

_____ 17. Help workers see the relevance of their experience to their long-range career and/or personal goals.

_____ 18. Give priority to those needs and problems which are most important.

_____ 19. Select problem areas relevant to organizational needs.

_____ 20. Develop practical plans to identify needs and the time, costs and personnel requirements to meet these needs.

_____ 21. Explain the relationship between a particular job and organizational goals.

_____ 22. Secure resources, both human and physical (materials and/or money).

_____ 23. Select or recruit individuals for a variety of jobs.

_____ 24. Provide orientation for individuals new to the organization.

_____ 25. Understand individuals' needs and motives in work situations.

_____ 26. Abide by organizational standards.

_____ 27. Provide positive reinforcement to keep workers involved and productive.

_____ 28. Perform a variety of clerical tasks, such as typing and filing.

_____ 29. Carry out oral or written instructions of some complexity.

_____ 30. Follow orders and accept supervision.

_____ 31. Learn and apply the roles of an organization.

_____ 32. Use office equipment, such as typewriters, photocopy machines, and calculators.

_____ 33. Develop and/or maintain current files.

_____ 34. Keep records and prepare reports.

_____ 35. Obtain and verify routine factual information.

_____ 36. Establish effective communications throughout an organization.

_____ 37. Articulate the philosophy of an organization.

_____ 38. Serve as the spokesperson for an organization.

_____ 39. Interpret, to the public and to people in need of assistance, an organization and its services.

_____ 40. Identify target audiences.

_____ 41. Determine the communication technique(s) most appropriate for an audience.

_____ 42. Identify representatives of other organizations and/or of local, state and Federal government to receive information about an organization.

_____ 43. Establish an interchange with the representatives of various interest groups.

_____ 44. Publicize and promote organizational materials.

_____ 45. Speak in public to large audiences.

_____ 46. Identify potential allies and select techniques to enlist their support.

_____ 47. Present arguments and evidence to support a position.

_____ 48. Use communications skills to persuade others.

_____ 49. Organize and conduct meetings.

_____ 50. Identify those people in community agencies, organizations, and services who can eliminate "red tape."

_____ 51. Keep others informed about progress, in writing or verbally.

_____ 52. Plan and carry out a program of publicity for a product or service.

_____ 53. Translate information and facts to a level of understanding appropriate to the background and experiences of an audience.

_____ 54. Create communications or public relations programs that explain the goals of an organization.

_____ 55. Choose appropriate audiovisual materials.

_____ 56. Make an effective oral presentation to a group.

_____ 57. Design posters, leaflets, brochures or other publications.

_____ 58. Establish rapport with individuals of diverse backgrounds.

_____ 59. Establish rapport with a person seeking advice.

_____ 60. Show compassion for those with problems.

_____ 61. Serve as a "sounding board" for those with problems.

_____ 62. Provide moral support.

_____ 63. Identify individual's problems and difficulties by a variety of methods.

_____ 64. Recognize the nonverbal cues and behaviors which indicate tensions or problems.

_____ 65. Use questioning skills.

_____ 66. Demonstrate listening skills.

_____ 67. Encourage the development of "common sense."

_____ 68. Use techniques which help people talk spontaneously.

_____ 69. Determine the urgency of a problem and handle it appropriately.

_____ 70. Use appropriate techniques to solve interpersonal problems.

_____ 71. Use techniques that prevent or limit conflict between individuals.

_____ 72. Provide advice and informal counseling when appropriate.

_____ 73. Conduct negotiations with an awareness of the necessity of compromise.

_____ 74. Recognize and deal with medical emergencies.

_____ 75. Think and behave rationally when dealing with an emergency.

_____ 76. Establish priorities in dealing with problems or emergencies.

_____ 77. Develop support systems to deal with emergencies.

_____ 78. Budget existing funds.

_____ 79. Understand and interpret a budget.

_____ 80. Present the rationale and justification for a budget.

_____ 81. Establish procedures to monitor income and expenditures.

_____ 82. Determine the cost-effectiveness of different possible actions.

_____ 83. Establish procedures (incentives, etc.) which encourage fiscal responsibility.

_____ 84. Monitor income and expenses so as to exercise fiscal control and, when necessary, adjust existing budgets.

_____ 85. Establish and maintain financial records and procedures which will meet external audit or accountability requirements.

_____ 86. Assess needs to determine what financial support is required.

_____ 87. Survey and choose among suppliers of products and services.

_____ 88. Collect and record monies due.

_____ 89. Deal effectively with customers.

_____ 90. Describe the legal rights and responsibilities of one or more of the following: citizen, consumer, home owner, tenant, parent, child, volunteer worker or board member, employer, employee.

_____ 91. Read with understanding and interpret one or more of the following: leases, warranties, insurance policies, medical consent and release forms, contracts and legal agreements.

_____ 92. Care for and maintain the equipment and materials used in a home or organization.

_____ 93. Observe proper safety precautions in using tools, equipment, and machinery.

_____ 94. Use problem solving and decision-making skills.

_____ 95. Identify avenues to change.

_____ 96. Select data that document the need for change.

_____ 97. Identify areas where change is needed.

_____ 98. Develop plans for investigating a problem.

_____ 99. Compile a list of special needs or problems within a problem area.

_____ 100. Identify and compile information about one or more of the following: the groups affected by a problem; the sources of power which can facilitate or block change; and existing resources, programs and other factors which impact on a problem.

_____ 101. Describe problem areas for the purpose of program development.

_____ 102. Define and specify the basic issues in a problem area.

_____ 103. Explain the process of change.

_____ 104. Demonstrate understanding of the legislative process and how it can be used to implement change.

_____ 105. Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position.

_____ 106. Identify significant individuals and groups (such as, community leaders, government officials, and legislators) who can help to implement change in a particular area.

_____ 107. Use contacts constructively.

_____ 108. Use a library and other reference resources.

_____ 109. Gather information by conducting interviews, confirming facts and identifying trends.

_____ 110. Identify or collect background data or information.

_____ 111. Obtain data.

_____ 112. Process data.

_____ 113. Analyze and summarize data.

_____ 114. Make inferences from data.

_____ 115. Make conclusions and recommendations from data.

_____ 116. Identify training needs.

_____ 117. Train others to do specific jobs or tasks.

_____ 118. Make a training plan.

_____ 119. Conduct a training session.

_____ 120. Help those being trained see the relevance of this to their long-range career goals or personal development.

_____ 121. Establish a good working relationship with a learner.

_____ 122. Encourage and support a learner.

_____ 123. Identify learner needs and difficulties.

_____ 124. Plan a lesson or series of lessons.

_____ 125. Pace instruction at a speed appropriate to the learner.

_____ 126. Set and monitor instructional objectives.

_____ 127. Select instructional material and techniques appropriate to learner background and experience.

_____ 128. Administer or direct a youth program.

_____ 129. Use audiovisual materials in conjunction with lectures.

_____ 130. Keep records of individual and group progress.

_____ 131. Manage effectively in high pressure situations.

_____ 132. Meet accountability demands of others.

HAVE SKILLS ASSESSMENT SURVEY KEY

Occupational groups most frequently mentioned as requiring each skill:

1. Managers; administrators
2. Managers; administrators
3. Managers; administrators
4. Managers; administrators
5. Managers; administrators
6. Managers; administrators
7. Managers; administrators
8. Managers; administrators
9. Managers; administrators
10. Managers; administrators
11. Managers, industrial engineers; administrators
12. Managers; administrators
13. Managers; administrators
14. Managers; administrators
15. Managers; administrators
16. Managers; administrators
17. Managers; personnel workers; administrators
18. Managers; personnel workers; administrators
19. Managers; personnel workers; administrators
20. Managers; personnel workers; administrators
21. Managers; personnel workers; administrators
22. Personnel workers; managers

23. Personnel workers; managers

24. Personnel workers; managers

25. Managers; personnel workers

26. Managers; personnel workers

27. Managers; personnel workers

28. Secretaries; clerical occupations; file clerks

29. Secretaries; clerical occupations

30. Clerical occupations; secretaries

31. Secretaries; clerical occupations

32. Secretaries; clerical occupations

33. Secretaries; clerical occupations; file clerks

34. Secretaries; clerical occupations; managers

35. Secretaries; clerical occupations

36. Managers; public relations workers; personnel workers

37. Managers; public relations workers; personnel workers

38. Public relations workers; managers

39. Public relations workers; managers

40. Public relations workers; advertising workers; managers

41. Public relations workers; advertising workers; managers; personnel workers

42. Public relations workers; managers

43. Public relations workers; managers

44. Public relations workers; advertising workers; managers; personnel workers

45. Public relations workers; managers

46. Public relations workers; managers

47. Managers; lawyers

48. Managers; public relations workers

49. Managers; administrators

50. Managers; public relations workers

51. Managers; administrators

52. Public relations workers; advertising workers; managers

53. Public relations workers; managers; personnel workers

54. Public relations workers; managers; personnel workers

55. Public relations workers; personnel workers; advertising workers

56. Public relations workers; managers

57. Public relations workers; advertising workers; managers

58. Personnel workers; managers

59. Personnel workers; managers

60. Personnel workers; psychologists; managers

61. Personnel workers; psychologists; managers

62. Managers; psychologists; personnel workers

63. Personnel workers; managers; psychologists; social workers

64. Personnel workers; managers; psychologists; social workers

65. Personnel workers; psychologists; managers

66. Personnel workers; managers; psychologists

67. Managers; personnel workers; psychologists

68. Personnel workers; psychologists; social workers

69. Managers; psychologists; administrators; personnel workers

70. Psychologists; managers; personnel workers

71. Managers; psychologists; personnel workers

72. Managers; personnel workers; psychologists

73. Administrators; managers; personnel workers

74. Medical technologists (D.O.T. 078); administrators; physicians; medical workers (D.O.T. 079)

75. Medical workers (D.O.T. 079); managers; police officers; administrators

76. Managers; administrators; police officers

77. Managers; police officers; administrators

78. Managers; budget analysts; accountants and auditors

79. Managers; budget analysts; accountants and auditors

80. Managers; accountants and auditors; budget analysts

81. Accountants and auditors; managers; budget analysts

82. Managers; budget analysts; accountants and auditors

83. Managers; accountants and auditors; budget analysts

84. Accountants and auditors; budget analysts; managers

85. Accountants and auditors; managers; budget analysts; bookkeepers

86. Budget analysts; managers; accountants and auditors

87. Purchasing agents

88. Accountants and auditors; cashiers and tellers; computing and accounting workers (D.O.T. 219); budget analysts

89. Sales clerks; advertising workers; sales occupations (D.O.T. 250-279)

90. Lawyers; paralegal aides; personnel administrators

91. Lawyers; paralegal aides

92. Maintenance supervisors

93. Maintenance supervisors

94. Managers; administrators

95. Managers; administrators

96. Managers; administrators

97. Managers; administrators

98. Managers; administrators

99. Managers; administrators

100. Managers; social scientists

101. Managers; social scientists; administrators

102. Managers

103. Managers; social scientists

104. Managers

105. Managers

106. Managers; legal occupations (D.O.T. 110-119)

107. Managers; administrators

108. Librarians; social scientists

109. Social scientists

110. Social scientists

111. Social scientists; life scientists

112. Social scientists

113. Social scientists; managers

114. Social scientists; managers

115. Social scientists; managers

116. Personnel workers; teachers

117. Personnel workers; managers; teachers

118. Personnel workers; managers; teachers

119. Personnel workers; teachers

120. Personnel workers; managers

121. Personnel workers; managers; teachers

122. Personnel workers; teachers

123. Personnel workers; teachers

124. Personnel workers; teachers

125. Personnel workers; teachers

126. Personnel workers; teachers

127. Personnel workers; teachers

128. Personnel workers; social workers; teachers

129. Personnel workers; teachers

130. Managers; personnel workers; administrators

131. Managers; administrators; personnel workers

132. Managers; personnel workers